25

OUTGOING TELEGRAM Department of State

INDICATE: ☐ COLLECT
☐ CHARGE TO

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Classification

05952

JAN 13 1 27 PM

TOKYO

Origin

Info:

ACTION: ~~SECSTATE~~ Amembassy TOKYO PECTO 24
RPT INFO: Amembassy BANGKOK PECTO 62 (FOR REVELLE)
REF: TOPEC 16

1. Advise FONOFF USG appreciates PC/Japan note must be different from PC/Malaya and other countries. FONOFF should observe PCAct section two makes no reference underdevelopment, and second part thereof provides appropriate basis GOJ invitation PCVs. Will emphasize achievement greater mutual understanding in preamble note when text authorized, and will not imply Japan underdeveloped. Suggest reach agreement in principal on program before discussing details note.

2. Malaya note para 1 recognizes PCVs will be welcome and that host govt has some degree responsibility their welfare. This recognition desirable, but language will be modified to avoid offense in text authorized for negotiation with Japan. Desire PCV treatment no less favorable than accorded generally to private US citizens residing in Japan.

3. In view nature contemplated Japanese program, PC/W willing omit customs/tax exemption project supplies/equipment from text when authorized. Will also omit references currency controls, multiple exchange rates, and investment/deposit requirements if none in Japan or if rules applicable Embassy funds would apply PC, give highest legal exchange rate, and be

PECTO 24

SGH:MA-PC/12-1361 XR-611.94H

(4)

(5)

Drafted by: PC:GC - RKuhn/cf RSK 1/8/62

Telegraphic transmission and classification approved by: PC:PDO - WWiggins

Clearances:
~~PC~~ PC:PDO/FE-JMSilberman JMS
State:L/E-KEMalmborg
L/T-SNilson
NA -

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CONFIDENTIAL

Classification

FORM 2-89 DS-322

otherwise satisfactory. Advise Department/PC regarding these matters.

4. Advise FONOFF tax/customs exemptions PCVs, PCRep and Staff required to avoid (a) dissipation PC funds, (b) addition to Japan revenues as by-product provision PCV services, and (c) Congressional hostility use of appropriations pay foreign taxes. However, if no customs duties or national or local income or other direct taxes would be payable under existing law and treaties, would be prepared substitute statement to that effect for exemption provision. Advise Department/PC regarding these matters.

5. Await further word re para 3(B) reftel. Not clear in para 5 reftel what revisions proposed para 4 Malaya note.

6. Re para 3(C) reftel no objection stating PCRep and Staff will be received by GOJ as part of Embassy if (a) this understood refer only to customs/tax treatment and not USG administrative arrangements, and (b) supplemental USG letter delivered with note stating no PC personnel will have diplomatic privileges or immunities other than specified customs/tax exemptions.

7. Will authorize text for negotiation following receipt comments this message.

RUSK

25

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TOKYO TOPEC 15 894.00 PC/12-1361

UNCLASSIFIED

36
Action

PC
Info
FE
AID
RMR

Control: 7609
Rec'd: December 13, 1961
11:47 a.m.

FROM: TOKYO

TO: Secretary of State

NO: TOPEC 15, DECEMBER 13

ACTION BANGKOK USOM 28, INFORMATION DEPARTMENT TOPEC 15

FOR FERGUSON PEACE CORPS

STORAGE CHARGES ON SURVEYING EQUIPMENT ARE ACCOUNT ARMY MAP SERVICE. MR. SILBERMAN ADVISED ACCORDINGLY.

MAJOR BENSON ARRIVING BANGKOK DECEMBER 15 TO CHECK EQUIPMENT AND TURN OVER TO PEACE CORPS.

REISCHAUER

JKK

(1)

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DEC 3 10 02 AM '61

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NAME OF OFFICER & OFFICE SYMBOL	DATE OF ACTION	DIRECTIONS TO RM/R	FILE-DC/T

OUTGOING TELEGRAM Department of State

INDICATE: ☐ COLLECT
☐ CHARGE TO

CONFIDENTIAL
Classification

06985

TOKYO

Origin

Info:

ACTION: Amembassy ~~TOKYO~~ TOKYO PECTO 25

INFO: Amembassy BANGKOK PECTO 64
FOR REVELLE

JAN 16 6 51 PM '62

PECTO 25

Revelle indicates draft 104 program document left with Tenny who obtaining Embassy approvals. Peace Corps Washington ~~xxx~~ ready process when received. Anticipate Revelle returning Tokyo late January. Appreciate ~~xxxxxxxxxxx~~ your evaluation current GOJ position re proposal.

RUSK

Rusk
JLSthL

(2)

microfilmed by RMJR

microfilmed by RMJR

Drafted by: PC:PDO/FE:RMcClusky:mb:1/16/62

Telegraphic transmission and classification approved by: PC: PDO Warren W. Wiggins

Clearances:
PC:PDO/FE:JMSilberman
PC:LST.Lawrence

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FORM DS-322

Sec. of State - PC / 1-1662

AIR POUCH
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894.00 PC/1-1662
XR

FOREIGN SERVICE DESPATCH

FROM : AmEmbassy TOKYO

600
NO.

TO : THE DEPARTMENT OF STATE, WASHINGTON.

January 16, 1962
DATE

REF :

JAN 19 1962

For Dept. Use Only	ACTION	INFO	DEPT	RM/R	REP	AF	ARA	EUR	FE	NEA	CU	INR	E	P	IO	ICA
	PC-13			2					2		3	5		1		
			OTHER	AGR	COM	FRB	INT	LAB	TAR	TR	XMB					
	REC'D 1/24			AIR	ARMY	CIA 11	NAVY	OSD	OCB	USIA 8	NSA 3					

SUBJECT: Poll of Opinions on Proposal for Peace Corps English Teachers

A poll of Chairmen of local English teachers study societies conducted throughout Japan by Zeneiren (All-Japan Federation of English Teachers Organizations) shows overwhelming endorsement and enthusiasm for the assignment of young Americans to assist in English teaching in Japanese high schools.

A translation of tabulated results and of the original letter of inquiry by Zeneiren is attached. The Peace Corps is not mentioned by name either in the inquiry or the replies. However, the Peace Corps was mentioned specifically by Ambassador Reischauer in the speech which formed the basis for this inquiry. Replies to the inquiry indicate that English teaching leaders in local areas are aware that the central Government of Japan is cool to the Peace Corps proposal on political grounds. Some of the replies urge the Zeneiren headquarters to try more actively to press the Government in behalf of the project.

Only a very few of the replies are conditional, and none are negative. Many are highly enthusiastic. The only reservations expressed were that the remote country areas should be included in the assignment of teachers (Kochi), and that Japanese teachers also be sent to the U.S. (Tokyo). The favorable results of the poll confirm the earlier impressions gained in travels throughout Japan by the Peace Corps Representative, Athos Revelle, and by USIS Cultural Center Directors that provincial areas are overwhelmingly in favor of receiving Peace Corps English teachers.

This poll was conducted by Zeneiren after the Zeneiren President, Professor Genji TAKAHASHI, had made the flat statement that all of the 60,000 English teachers of Japan favored the assignment of Peace Corps

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FEB 8 - 1962
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FBTerry:fjt
REPORTER

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FORM 6-61 FS-439 GPO 912596

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ACTION ASSIGNED TO:	ACTION TAKEN	
NAME OF OFFICER & OFFICE SYMBOL	DATE OF ACTION	DIRECTIONS TO RM/R

teachers in Japan. Zeneiren wished to obtain some documentary evidence to present to the Ministry of Education.

Those English Instruction Society Chairmen who commented that they hope Zeneiren will "put up a good fight" for the proposal presumably have in mind opposition on the part of Nikkyoso (the left-wing Japan Teachers Union) as well as some elements in the Education Ministry bureaucracy. Such opposition is believed to have caused the Foreign Office to hesitate.

For the Ambassador:

William W. Copeland
Counselor of Embassy for Public Affairs

Attachments:
1. Translation of letter to English Instruction Society Chairmen
2. Tabulation of replies to letter
3. Mimeographed text of Ambassador's speech (3 copies)

Clearance: DCM - WLeonhart
(in draft) POL - ALSeligmann

Translation of Letter

December 21, 1961

To Prefectural English Instruction Society Chairman:

(from) Takeo KIMURA -- of ZENEIREN

Sumidagawa High School
Sumida-ku, Terashima-cho, 1
Tokyo

Dear Sir:

You must be very busy at this year-end season.

In his speech to the 11th Zeneiren Convention the middle of last November, Ambassador Reischauer made some important suggestions for the advancement of English teaching in our country. There were three suggestions in the conclusion of his speech. The first was a strengthening of in-service seminars in Japan. The second was for the use of scientific devices in foreign language teaching, such as audio-visual aids. The third was for the use of native speakers of English. So far as the last is concerned, the Ambassador admitted that although English and American teachers have been used since the beginning of English instruction in Japanese schools, their use has been greatly limited by the great expense of hiring foreigners. He made the very important proposal to the Zeneiren Convention described in the enclosed mimeographed record. That is, a large number of young English teachers will be despatched to Japan at American expense to assist in English instruction, and at the same time teachers of Japanese language and other subjects should be sent from Japan to the United States. The Ambassador stressed that the development of English teaching in Japan is of great importance not only to raise the educational level of Japanese people as individuals but also for its international importance to the Japanese nation.

For Zeneiren, we want to inquire urgently about the views on this proposal of the Study Society Chairmen throughout the whole country, and then devise a plan based on the results. We are sorry to bother you at this busy year-end season, but we ask that you send your reply back on the enclosed sheet by return mail.

(Since there are so very many requests for recorded tapes of Ambassador Reischauer's remarks, we are going to put it on a record and enclose with it the English mimeographed text, apportioning the cost on the basis of actual expense).

---------- Tear off here ----------

REPLY (Circle the appropriate answer)

Name of prefecture Name of individual

Concerning Ambassador Reischauer's proposal for native speakers of English, we

A. Approve B. Don't Care C. Are Opposed

Notes: 1. We will later consider concrete policies in case the answer is A.

2. In case your answer is C, please explain the reason briefly.

3. If you have any other views on this subject, please state them.

Opinions of all Japan prefectural English Instruction Study Societies (Chairmen) concerning Ambassador Reischauer's proposal on "Native Speakers of English." (In reply to questions on separate sheet.)

As of January 8, 1962

A Approve
B Don't Care
C Oppose

		ZENEIREN (Federation of English teachers) Headquarters
HOKKAIDO English Instruction Society	A	In the present English language teaching situation in Hokkaido, the need for native speakers of English is especially urgent. We hope the proposal will be realized.
AOMORI English Study Society	A	
IWATE English Sooiety	A	It should be done by assigning them to the central school in each prefecture, so that each school can receive help in accordance with its wishes (and only in English teaching).
MIYAGI Senior High School English Study Society	A	
YAMAGATA English Instruotion Study Society	A	Heartily concur. There would probably be no chance to realize it without Ambassador Reischauer. Headquarters should expedite it. One should be assigned to each school with a study society chairman; the rest should be assigned by population.
FUKUSHIMA English Instruotion Study Society	A	
IBARAKI Senior High Sohool English Study Society	A	

IBARAKI Junior High School English Study Society	A	We hope this opportunity will be apportioned equally among all prefectures.
TOCHIGI Senior High School English Instruction Society	A	(We hope teachers will be sent from Japan...Abbreviated.)
TOCHIGI Junior High School English Instruction Study Society	A	
GUMMA Senior High School English Instruction Study Society	A	
GUMMA Junior High School English Instruction Study Society	A	
SAITAMA Foreign Language Instruction Study Society	A	
CHIBA English Instruction Study Society	A	
KANAGAWA Senior High School Curriculum Study Society, English Section	A	Strongly approve. However, rather than favoring the large cities and schools attached to national universities as in the past, priority in assignment should be given to areas which have not had this benefit in the past.
KANAGAWA Public Junior High School English Study Society	A	
NIIGATA Senior High School Instruction Society, English Section	A	
YAMANASHI English Instruction Study Society	A	We hope every effort will be made to achieve it.
NAGANO English Study Society		(Decision reserved, since data is insufficient)
TOKYO Senior High School English Instruction Study Society	A	

TOKYO Junior High School English Instruction Study Society	A	Approve in terms of an exchange with Japan.
TOYAMA Senior High School English Instruction Study Society	A	According to the newspapers, Japanese Government authorities are very negative towards Ambassador Reischauer's proposal. This is very regrettable. We earnestly hope the proposal will be realized, and so urge the government leaders.
FUKUI English Study Society	A	
SHIZUOKA English Instruction Study Society	A	
AICHI Senior High School English Instruction Study Society	A	(1) We want to receive as many as possible. (2) We ask that teachers be sent from Japan.
AICHI Public Junior High School English Instruction Study Society	A	This inquiry was discussed at the First Big Six Cities English Education Liaison Conference held in Nagoya, and these were the views; "Putting aside bias and political policies, for the sake of English eduoation in its true meaning, shouldn't an urgent disoussion have been held at the Zeneiren Convention?" Aichi Prefecture agrees with A and hopes it will be realized. A Zeneiren emergency directors' meeting should be convened as necessary.
NAGOYA City Junior High School English Instruction Study Society	A	We trust Zeneiren will put up a good fight on this issue.
MIE Senior High School English Instruction Study Society	A	

SHIGA Junior High School English Instruction Study Society	A	
KYOTO City Senior High School English Study Society	A	
KYOTO City Junior High School English Study Society	A	We hope it will be realized as quickly as possible.
KYOTO Prefecture Private Junior and Senior High School English Study Society		(Reply expected around January 15)
NARA English Society	A	We hope that best efforts and policies will be considered in order to accomplish this without fail.
OSAKA Prefecture Senior High School English Instruction Study Society	A	
OSAKA Prefecture Junior High School English Instruction Study Society	A	
HYOGO Senior High School English Study Society	A	
HYOGO Junior High School English Instruction Study Society	A	
TOTTORI Senior High School English Instruction Study Society	A	
OKAYAMA English Instruction Study Society	A	As a matter purely of English instruction, there should be no fear that it will be conducted in a political manner.
YAMAGUCHI Senior High School English Study Society	A	Sincerely approve, but we ask that superior persons be selected by character examinations in order to have good results in English.
TOKUSHIMA English Society	A	We hope that greatest efforts will be made to accomplish this urgently.

KOCHI English Instruction Study Society	A	Conditional. In carrying out plans of this kind in the past, the cities centered around Tokyo have received the benefits, and remote areas have received no benefits. If it is going to be done according to past practice, we cannot approve.
FUKUOKA Prefecture Senior High School English Study Society	A	For the development of English instruction in our country, we approve whole-heartedly, and we hope it will be fulfilled as early as possible. We wish to have foreign teachers assigned throughout the whole country.
SAGA English Instruction Study Society	A	
KUMAMOTO English Instruction Society	A	
OITA Prefecture Council of English Instruction Study Societies (Junior and Senior High)	A	Strongly approve and hope it will be realized without fail. The Government is showing a weak-kneed attitude. Keep at it.
AKITA English Instruction Study Society	A	
GIFU Senior High English Instruction Study Society	A	
HIROSHIMA Prefecture English Teachers League	A	In inconvenient areas it would be well to assign them jointly to several schools (although nothing can be done where they are not wanted). We would also like to see some used at teacher training colleges.
ISHIKAWA English Instruction Study Society	A	

KAGAWA English Instruction Study Society	A	We hope that they will travel around for coaching in all prefectural rural high schools and not only to the famous schools.
EHIME English Instruction Study Society	A	

The above includes replies received by January 8, 1962

WAKAYAMA)
SHIMANE) Four prefectures not yet heard from.
MIYAZAKI)
KAGOSHIMA)

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TOKYO TOPEC 18

UNCLASSIFIED

Control: 12882
Rec'd: Jan. 23, 1962
2:10 p.m.

34 Action
PC
Info
FE
IGA
AID
RMR

FROM: TOKYO

TO: Secretary of State

NO: TOPEC 18, JANUARY 23

ACTION CGUSARYIS UNNUMBERED, INFORMATION DEPARTMENT TOPEC 18

REFERENCE: RIQM-PD 189 DATED JANUARY 4, 1962.

AWAITING SHIPPING INSTRUCTIONS THREE PEACE CORPS PICK-UP TRUCKS. WILL ADVISE SOONEST.

REISCHAUER

RGD

(1)

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MAR 3 10 02 AM '62

DAH:AD:pc/1-2362

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OUTGOING TELEGRAM Department of State

INDICATE: ☐ COLLECT
☐ CHARGE TO

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Classification

12606

TOKYO

JAN 26 8 21 PM '62

Origin

Info:

ACTION: Amembassy TOKYO PECTO 26

FOR: Hitchcock USOM

PECTO

Have determined fifty refrigerators now stored Japan excess PC requirements. Request earliest action dispose accordance AID regulations. Keep PC/W advised.

25

894.00.PC/1-2262

Rusk
WWW

BALL

(1)

microfilmed by RMDS

Drafted by: HHFlickinger,CONT/mjy 1-25-62

Telegraphic transmission and classification approved by: W. W. Wiggins,PDO

Clearances:
WPKELLY,CONT
LStLAWRENCE,PDO/FE
SBaranson,PDO/FE
JCorcoran,M
RBogardus,M/BF

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Classification

FORM DS-322 8-61

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TOKYO TOPEC 20

46

Action

PC

Info

FE

IGA

AID

RMR

UNCLASSIFIED

Control: 2977

Rec'd: February 6, 1962
6:13 a.m.

FROM: Tokyo

TO: Secretary of State

NO: TOPEC 20, February 6

Reference: PECTO 26

American Embassy will take 13 refrigerators on nonreimbursable basis. Do you concur?

REISCHAUER

RB

(1)

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DSH, DS, PC / 8-662

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OUTGOING TELEGRAM Department of State

INDICATE: ☐ COLLECT
☐ CHARGE TO

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Classification

03312

FEB 7 8 23 PM '62

FROM TOKYO

Origin

Info:

ACTION: Amembassy TOKYO PECTO 28

REF: TOPEC 20

[redacted]

PC/W concurs REFTEL.

RUSK

SEN DD-PC 2-6-62

(1)

8Zc

Drafted by: ELClouter,CONT/mjr 2-6-62
HHFlickinger,Cont HHF

Telegraphic transmission and classification approved by: J. H. Lst. Lawrence PDO/FE
[redacted] PC

Clearances: SBaranson,PDO/FE
WPKelly,CONT WPK

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5-322

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INCOMING TELEGRAM *Department of State*

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CONFIDENTIAL

Action PC

Control: 4566
Rec'd: February 8, 1962
7:02 AM

Info SS SR L H FE PR IGA AID P CU USIA SCA INR CIA NSA O A OPR OF PER HEW RMR

FROM: TOKYO

TO: Secretary of State

NO: TOPEC 21, FEBRUARY 8, 3 PM

REFERENCE: PECTO 24

SUBJECT: PC/JAPAN PROGRAM NOTE

EMBASSY COMMENTS BELOW CORRESPOND NUMBERED PARAS REFTEL:

1. AGREEMENT IN PRINICPLE ON PROGRAM DEPENDS LARGE EXTENT ABILITY REACH AGREEMENT ON LANGUAGE PROGRAM NOTE. THEREFORE NOT FEASIBLE IN JAPAN FOLLOW NORMAL PROCEDURE NEGOTIATE NOTE AFTER PROGRAM AGREED IN PRINCIPLE.

2. STRONGLY URGE COMPLETE DELETION PARA 1 MALAYAN NOTE. PCV TREATMENT NO LESS FAVORABLE THAN ACCORDED PRIVATE US CITIZENS TAKEN FOR GRANTED IN JAPAN. ANY ATTEMPT SPELL OUT IN NOTE WOULD IMPLY LACK CONFIDENCE OFFICIAL JAPANESE HOSPITALITY.

3. RULES APPLICABLE EMBASSY FUNDS PROVIDE SATISFACTORY EXCHANGE RATE. FONOFF EXPECTATION THAT SAME RULES APPLICABLE PC FUNDS WAS BASIS ORIGINAL SUGGESTION. WILL CONFIRM THIS POINT WITH GOJ DURING NEGOTIATIONS FORMAL TEXT.

4. BELIEVE ASSURANCES OF TAX EXEMPTIONS UNDER EXISTING LAWS, TREATIES OR PRACTICES SHOULD BE COVERED IN SEPARATE LETTER RATHER THAN IN PROGRAM NOTE. USUAL PRACTICE ACCORDS CUSTOMS FREE ENTRY HOUSEHOLD AND PERSONAL EFFECTS BROUGHT INTO JAPAN ON OR ABOUT TIME OF FIRST ARRIVAL. INCOME TAX EXEMPTION APPEARS COVERED UNDER EXISTING TAX CONVENTION.

5. IF FONOFF OBTAINS AGREEMENT OTHER MINISTRIES THAT REQUIRED EXEMPTIONS COVERED UNDER EXISTING LAWS AND WILL PROVIDE SEPARATE WRITTEN ASSURANCE

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TOKYO TOPEC 21

Pol 23-8 Ryu-Kyus
Pol 23-9 Ryu-Kyus
Pol 27 Ryu-Kyus
Pol 27-1 Ryu-Kyus

WRITTEN ASSURANCE THEN PARA 4 OF NOTE NEED ONLY SAY THAT PC REPRESENTATIVE AND STAFF WILL BE ATTACHED TO EMBASSY AND THAT PCVS WILL HAVE STATUS OF FOREIGN TEACHERS IN JAPAN.

6. EMBASSY BELIEVES LIMITATIONS ON PRIVILEGES PC REP AND STAFF SHOULD BE UNILATERAL ACTION WITHIN U.S. GOVT. SUPPLEMENTAL USG LETTER TO FONOFF MIGHT ESTABLISH PRECEDENT WHICH COULD AFFECT OTHER PROGRAMS.

7. NO CONTACT MADE WITH FOREIGN OFFICE ON POINTS RAISED REFTEL IN BELIEF THAT PRESENTATION AUTHORIZED TEXT ALONG LINES SUGGESTED WILL MAXIMIZE CHANCES OF AGREEMENT.

REISCHAUER

HC

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894.00-PC/2-1462S

FROM : American Embassy, Tokyo

644
NO.

FEB 16 1962

TO : THE DEPARTMENT OF STATE, WASHINGTON.

February 14, 1962
DATE

REF :

20 For Dept. Use Only	ACTION	PC-13	INFO	DEPT	RM/R	REP	AF	ARA	IGA 3	FE 2	NEA	CU	INR 5	E 3	P 1	IO	Aud 11
				OTHER	AGR	COM	FRB	INT	LAB	TAR	TR	XMB					
	REC'D 2-19-62				AIR	ARMY	CIA 10	NAVY	OSD	OCB	USIA 8	NSA 3					

SUBJECT: Peace Corps

A proposed budget and project description for a possible Peace Corps program in Japan are forwarded herewith for assistance of the Peace Corps in making plans.

Although the Government of Japan has not yet replied to the Ambassador's discussion with Foreign Minister Kosaka on November 7, 1961, the Peace Corps Representative, Athos Revelle, has prepared a budget and project description on a tentative basis. The Embassy concurs in the project description and believes that, if the Government of Japan decides to request Peace Corps assistance in English teaching, the project should be launched as quickly as feasible. It would be desirable to have Peace Corps teachers on the job in Japan next September. As previously suggested (Embassy telegram TOPEC 11), it may be advisable to choose some name other than "Peace Corps" for an English teaching program in Japan if it is to have maximum receptivity.

The Embassy requests that until the Foreign Office informs us that the Peace Corps program has been accepted, the project description and proposed budget be used only for internal planning purposes and that none of this material be released.

Edwin O. Reischauer

FILED
MAR 6 - 1962

Attachment:
Peace Corps Project Description
and Budget (Drafted by ARevelle)

WWCopeland:ISTenny
REPORTER

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FORM 6-61 FS-439 GPO 912596

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Peace Corps Project Description
50 Teachers of Spoken English for Japan

I. Purpose and Justification

A. Project Goals

1. To meet in part the aspirations of the Japanese people to learn useful English as a means of communication with the outside world.

2. Stimulate and accelerate the movement toward modernizing the English teaching methods in the Japanese public school system by providing native speakers of English.

3. Assist in improving the spoken English of Japanese teachers of English.

4. Enhance the image of the United States by providing the opportunity for Japanese communities to have close continuous contact with young, idealistic Americans.

5. Enable young Americans to learn the Japanese language and to absorb Japanese culture so that they will return to the U.S. with a deeper appreciation of Japan and her people as well as a broader insight into their own responsibilities as Americans.

B. Relation to Economic, Social and Political Development of Japan

The improved ability of the Japanese people to use English effectively will contribute directly to the economic, social and political development of Japan.

Since Japan is the main source of Free World strength in Asia, it is in our interest as well as Japan's that she play a role in world affairs commensurate with her status. In particular, closer economic and political cooperation with the free nations of South and Southeast Asia is highly desirable. Japan cannot play an effective role in Asia, however, unless her representatives abroad can communicate in an international language, unless her scientists have access to international science, and her students can break the language barrier to Western democratic thought.

Facility in English gained by this project will make a significant contribution to Japan's economic, social and political development.

GPO 902867

On January 31, 1962, the final communique of the US-Japan conference on cultural and educational interchange called the language barrier the most serious obstacle to be overcome. The conference gave first priority to the resolution of the language problem and called for the application of a massive effort in language teaching including the wider use of native speakers trained in modern methods of teaching a second language.

C. Relation to Activities and Plans of International, U.S. or Private Agencies

The Fulbright Program in Japan has financed annually a one year tour of duty for one American English teacher at the university level and nine English teachers in the junior and senior high schools attached to prefectural universities. Present plans for next year call for bringing the same number of Fulbright English teachers to Japan. This is the only comparable activity currently being financed from U.S. Government funds.

Other assistance in the field of English teaching is provided by private organizations such as the Rockefeller Foundation, the Asia Foundation, the Japan America Society, religious organizations, universities and sister cities in the United States. In addition many private universities and private organizations hire native English teachers.

Despite all efforts, English instruction in Japan remains inadequate. Efforts thus far have not reached very many of the English teachers and students in the public schools with sustained exposure to spoken English. University entrance exams in English determine to a large extent the way English must be taught in the high schools, and those examinations emphasize translation from English into Japanese and require no knowledge of spoken English.

The education climate in Japan is now ripe for a change. In many quarters there is desire for improvement but no means to carry it out. By furnishing native speakers of English to the public schools this project will not only accelerate the willingness of Japanese educators to revise the system of teaching English in the public schools but will provide part of the personnel necessary to carry out the change.

D. Termination of Project

This project should be continued for at least five years to enable the public school system to turn out a sufficient number of new English teachers capable of teaching English by the direct method. When Japanese teachers have been trained in new methods of teaching oral English, and these methods have proved themselves in the Japanese school system, it should be possible for the Japanese to continue without further assistance.

GPO 802867

E. Evidence of Need

The need in Japan for native teachers of English is overwhelming. Despite the fact that English is a required course in most Japanese schools beginning with the seventh year, relatively few Japanese can use English effectively. Many Japanese students have studied English for six years before entering the university and some for four years at the university without acquiring a speaking ability in the language.

Yet the Japanese people are well aware that English is a key factor in an expansion of Japan's economic interests abroad and to a further development of Japanese political, cultural and scientific relations with other countries. The enormous popularity of the English language in Japan offers ample evidence of that statement.

Native teachers of English are overwhelmed with students. An English speaking teacher can earn $300 a month teaching 9 hours a week in Tokyo. The Embassy and USIS staff alone teach voluntarily, without compensation and on their free time some 2,500 students. The U.S. military in Japan also teach countless thousands of Japanese eager to learn English from a native speaker. A book entitled "How to be Strong in English," filled with poor and misleading examples, became a best seller in Japan selling over a million copies in nine months at 200 yen a copy. There are radio and television programs which teach English. Many newspapers feature English lessons.

More direct evidence of the need for this project was demonstrated by the requests for volunteers received from schools, teachers and presidents, Prefectural Board of Eduoation Superintendents, Prefectural Governors and Mayors when the possibility was made public by the Foreign Minister of Japan.

The President of Meiji Gakuin University, who is also the President of the Federation of English Teachers Associations (Eikensiren) which represents over 60,000 English teachers throughout Japan feels that such a project is essential to improve English teaching in Japan. He states that one native speaker of English teaching in the public schools of Japan is more valuable than sending ten Japanese teachers to the U.S. to improve their English. A poll taken by his organization indicates almost unanimous desire of local English teaching Federation officials for native speaking English teachers.

F. The Embassy has received letters from the Mayor of Nagano, the Superintendent of the Iwate Prefecture Board of Education and several school presidents requesting Peace Corps English Teachers. The Japanese Foreign Ministry has also received official requests for volunteers. However, an official request has not yet been received from the Government of Japan.

GPO 902687

G. The ~~complete~~ cooperation of prefectural authorities, educators, the Zeneiren and the public school principals and teachers is anticipated. No material or financial contribution is required from the Japanese but they will contribute technical and administrative supervision of the volunteer teachers as well as assistance in locating housing for the PCVs and in getting them settled. Although the English Teachers Federation staff is strongly in favor, some opposition may be encountered from Nikkyase, the overall teachers federation, in local areas where pro-Communist leadership is strong.

H. The Peace Corps should administer this project directly because a direct government-to-government relationship appears initially advisable. In addition there are no technical problems in the administration of this project which a private agency or a university would be better equipped to resolve.

II. Plan of Operation

A. Geographic Location

The Volunteers would be located in the prefectural capital or one of the larger cities of ~~fifteen~~ to twenty prefectures on Honshu and on the three other main islands of Japan. The prefectures selected would be those which are most remote from the Tokyo and Kansai areas and where foreign residents are very rare. In remote cities, the largest impact on the community and the school can result from the presence of even a single American in the community. Many of the young people from these communities migrate to the big cities for university education or employment after high school. Naturally only those prefectures which demonstrate interest in having volunteers would be considered.

B. Duties of the Volunteers

1. Assignment and Supervision

From one to five PCVs would be assigned to each prefecture selected. They would be supervised by one of several prefectural authorities depending on the arrangement which would be most administratively convenient in each prefecture. In some cases, the PCVs would be assigned to and supervised by the Prefectural Board of Education. In others the Volunteers would be attached to the Japan-American Cultural Centers. These Centers, called J.A.C.C. or simply Bunka Center, are financed by and operate under the supervision of either the city or the prefectural government.

2. Teaching Duties

No matter to which branch of the prefectural or city government the volunteer is assigned, his principal duties will be to teach spoken English. Individual supervisors will undoubtedly have their own ideas about how this duty is carried out but in general the PCV will be called upon to do the following:

a. Serve as a teaching assistant to and live model for Japanese teachers of English in junior and senior high schools.

b. Conduct experimental, extracurricular courses entirely in English for selected volunteers among the student body of some junior and senior high schools.

c. Participate in seminars and special classes for Japanese teachers of English. Be available for consultation with the local English language teachers association.

d. Stimulate interest in English classes by accompanying the prefectural consultant on English teaching on periodic trips to prefectural schools.

e. Participate in the meetings and other activities of the schools' English speaking societies.

f. Assist in coaching English language dramatic programs and judging debates and oratorical contests which are very popular in Japanese schools.

g. Participate in English language discussion groups organized by adults in the community.

h. Teach classes in spoken English to adult groups.

3. Extracurricular Duties

The PCV will often be the only American other than missionaries in the city to which he is assigned. As a result he will be beseiged by Japanese who are anxious to improve their English. He will receive a flood of special requests: to teach English to special groups, to tutor Japanese who are preparing to go to the States; to coach participants in a forthcoming debate or oratorical contest; to translate letters and articles into good English; to certify to the English competence or Japanese and above all to give private lessons.

Many Japanese

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Many Japanese feel that they cannot learn English in a classroom situation and others are embarrassed to speak in front of older people or younger people or just people. Therefore the pressure for private lessons and other special courses will be very great. The PCV will have to exercise some restraints in order to avoid dissipating his efforts, to save some privacy for himself, and to keep the focus of the program on methods of English teaching in the schools.

The easiest course would probably be to refer all special requests to his Japanese supervisor and to make it known from the very beginning that he will not give any private lessons whatsoever. Otherwise, the PCV may alienate or offend some of those whom he refuses. There will be jealousy because he is known to be teaching Mr. X's son but not Mr. Y's. He will also find that he has no free time to relax, to write letters or to learn Japanese. Finally, private lessons will inevitably entail payment in some form which will be very tempting to a volunteer whose subsistence allowance does not permit luxuries. But the PCV who accep accepts money or costly presents will be doing a disservice to the Peace Corps and to the objectives of the project.

It may be difficult to imagine but the demand for English teaching from native speakers is so great that the PCV will probably be obliged to limit his visitors to certain days at specified hours. Unless he does so, he will have little private life and no free time. Japanese friends, acquaintances and neighbors will drop in all day long on any pretext in order to practice their English or just to hear it spoken.

It is also important that the PCV budget his time wisely because he will be expected to participate in school sports and games, as well as in the social and cultural life of his community. He should also reserve some time each day to continue his study of the Japanese language with an informant.

C. Equipment, Materials and Facilities

The prefectural authorities will provide classrooms and textbooks in the schools as well as conference rooms for adult classes. However, their budgets and their traditional approach to teaching English do not normally provide for such modern equipment as training films and tape recorders. In addition, the PCVs should have such texts as Hornby's "Guide to Patterns and Usage" and Allen's "Living English Structure" as well as some of the texts produced under the auspices of the English Language Exploratory Committee, (E.L.E.C.) in Japan to assist them in preparing their class material.

To cover these

To cover these anticipated project expenditures for training aids and texts, a sum of $300 per volunteer annually has been budgeted. It will be necessary to purchase some of the equipment and textbooks in Japan because it would be uneconomical and impractical to import them. The ELEC texts, for example, are specially designed for teaching Japanese to speak English and the books are printed in Japan.

D. Work with Japanese Counterparts

The volunteers will work exclusively with Japanese and be supervised by them.

E. Volunteer Leaders

No need exists for volunteer leaders.

F. Schedule for Project Implementation*

1.	Project Approval	March 1, 1962
2.	Recruitment and Selection	February 10 - March 15, 1962
3.	Training in the U.S.	March 15 - June 30, 1962
4.	Home Leave	July 1 - July 15, 1962
5.	Orientation and Training in Japan	July 18 - August 25, 1962
6.	In service Assignment of Duty	September 1, 1962
7.	Assignment of PC Representative	March 1, 1962

This project calls for fifty volunteers in its initial phase. However, it is anticipated that an additional fifty to one hundred PCVs will be requested either for the beginning of the school year in April 1963 or even earlier. This project should continue for five years with new groups of volunteers replacing those whose tours of duty have been completed.

* The Embassy recognizes that this schedule is now out of date. However, it is submitted as originally prepared as a guideline of approximate time requirements.

III. Subsistence Allowance

A subsistence allowance of $110 a month is recommended for this project. This amount should be re-examined periodically because of the present inflationary tendency of consumers' prices in Japan, particularly for housing rent. The amount budgeted for subsistence allowance in this project exceeds by $60,000 the calculation of 50 PCVs x $110 x 24 months to provide for any increase in costs which may take place during the period before the volunteers arrive in Japan

GPO 902687

and to allow for the granting of an additional allowance to PCVs stationed in the northern parts of Japan where the cold winters and high cost of fuel might make this necessary.

The figure of $110 a month (¥39,600) has been calculated to provide a living standard for the volunteers comparable to that of Japanese English instructors teaching in prefectural high schools, adjusted to compensate for the lower caloric content in the Japanese diet and higher heating costs.

Of course, most Japanese high school teachers earn less than ¥25,000 but this figure does not represent their whole income. There are numerous fringe benefits and hidden income enjoyed by a Japanese teacher (not counting a year-end bonus) which raises their standard of living much higher than their salaries alone would finance. In addition, the cost of housing to a Japanese who is often teaching in the same community where he was born is considerably less than the same housing would cost a PC Volunteer. A recent economic survey showed that the average Japanese income in real terms was slightly over ¥40,000 per month.

A. Components of Subsistence Allowance

1. Housing - $20 per month

Volunteers would either live in rented quarters comparable to those in which their unmarried Japanese counterparts reside or board with a middle class Japanese family.

Housing is scarce everywhere in Japan so the cooperation of the local Japanese authorities should be enlisted early to be assured of finding suitable housing in time. In some cases the PCVs will live initially in a small Japanese inn either privately owned or run by the prefectural government. Rates at these inns will vary from ¥500 to ¥700 daily including two meals.

The ideal arrangement in Japan, particularly when there is only one PCV in the city, would be to board with the family of a Japanese teacher or university professor. The average Japanese house would be too large and too expensive for a single volunteer and would oblige him either to hire a domestic servant at least part time or to spend a great deal of time performing household chores himself.

When two or more Volunteers were assigned to the same city, it would be more feasible to rent a small house and either share the domestic chores or employ a domestic part time.

However, even in

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However, even in the latter case, boarding with a Japanese family would be the preferable arrangement. Many of the young American students who come to Japan under the auspices of the Experiment in International Living or the American Voluntary Services find that living with a Japanese family is a rich, rewarding experience which deepens their understanding of Japanese life and which offers better opportunities for learning the Japanese language than living alone.

2. Utilities - $5 per month

The cost of utilities will be included in the rent if a PCV is boarding with a Japanese family. However, since Japanese use electricity or gas very sparingly because of their relatively high cost, some provision should be made for the extra gas or electricity bills which the Volunteer will inevitably run up during the winter, particularly in the colder parts of Japan.

In addition, PCVs who rent houses themselves and share the expenses will find that their utility bills in winter will be quite expensive.

3. Domestic Help - none

No domestic help will be needed by PCVs who board with a Japanese family. PCVs who share a house together will normally also share the domestic chores. However, they may be authorized to employ a domestic part-time by the Peace Corps Representative if special circumstances should warrant.

4. Household Supplies - $5 per month

This will adequately cover the cost of soap, light bulbs and other expendables as well as the replacement of soft goods, sheets and towels.

5. Clothing - none

An initial clothing allowance of $150 for the first year's needs is provided separately as well as $5 a month for clothing replacement during the second year.

6. Laundry and Clothing Maintenance - $5 per month

Laundry costs will not be as high for the Volunteers boarding with families as they would be for Volunteers living by themselves, who would be obliged to send most of their clothes to the laundry. Commercial laundry and dry cleaning costs are somewhat less than in the United States (shirts, ¥ 30-40; underwear, ¥10-20; suits, ¥300).

7. Food - $50 per month

The cost of food will differ depending on whether or not the Volunteer is boarding with a Japanese family or shopping for and preparing his own food.

In the first instance, the cost will be less than the $50 budgeted and would be included in a lump sum for room and board. However, the difficulty of adjusting to the Japanese diet and the necessity to supplement it with milk, meat, eggs and fruit make $50 a month a conservative estimate. In the second instance, the Volunteer who is preparing his own meals would naturally buy Western type food in the local markets and therefore his food costs would be higher than if he ate Japanese style.

A typical daily menu in a middle class Japanese family would look like this:

Breakfast

Soybean soup (miso shiru)
Dry fish
Assorted pickled vegetables (oshinko)
Pressed seaweed (nori)
One egg
Rice

Lunch

Noodle soup (soba) or
Rice, clear soup, boiled fish and oshinko

Dinner

Clear soup with soy sauce (suimono)
Boiled fish or stewed chicken with vegetables
Rice

This is a healthy, nourishing diet but it contains only about 1900 calories while the average young American needs about 3000. Therefore, the PCV would be obliged to supplement his daily diet with meat, eggs, milk, cereal and fruit. The well-known Japanese dishes such as sukiyaki, teriyaki, sashimi or sushi are usually served in an average Japanese family only on special occasions and holidays or when there are guests.

There would be no problem supplementing the PCV's diet because all types of foods including staple groceries, fresh fruit, vegetables and meat are available throughout Japan. Lettuce, tomatoes, cucumbers, potatoes, spinach and carrots can be bought all year round. Others such as asparagus, sweet corn and artichokes have shorter seasons. In season, strawberries, peaches, plums and watermelons are available. Pears, apples and persimmons are in stock throughout the fall and winter.

Oranges and grapefruit are mostly imported and therfore expensive but the locally grown tangerine (mikan) which is sweet and juicy makes an exoellent substitute. Lemons are grown in Japan but are not up to the standard of imported lemons, which are expensive.

Japanese beef is excellent and sells for $1.10 a pound up. Good hamburger costs 50 cents a pound. There is no trichinosis in Japan and therefore Japanese pork is safer to eat than in the U.S. It is relatively inexpensive (¥40 per 100 grams) although it sometimes has a fishy taste because the hogs are fed on fish.

Fish and other seafood is readily available and very fresh. However, the more expensive seafoed such as shrimp, lobster, tai and suzuki, is not often served in average Japanese homes.

Pasteurized and homogenized milk costs about 10 cents a pint and is perfectly safe to drink. Coffee, however, is quite expensive -- Brazilian coffee sells for over $3.00. Japanese manufactured powdered coffee costs less than half the imported price.

8. Entertainment and Recreation - $10 per month

The Volunteer will not lack for recreation and cultural activities in Japan. There are art exhibits, concerts, and theatre performances. Movies in the provinces are generally dubbed but on weekends there is usually a film in its original version with Japanese subtitles.

Photography and tourism are very rewarding aotivities in Japan. There are all kinds of sports, from mountain climbing, boating, swimming and fishing to baseball and soccer. Golf is very popular among those Japanese who have expense accounts, but even the public courses would be too expensive for the average Japanese and for the PCV.

The PC Volunteer will probably not be able to afford all spectator activities, but even in the provinces, baseball, movies and other cultural events will be available occasionally. He will have limitless opportunities to enjoy himself for nothing with Japanese his own age in group singing and sports. Any Volunteer who can play a musical instrument should bring it with him as almost any gathering of young Japanese will bring forth a ukelele, a guitar or some other instrument.

9. Transportation - $5 per month

Japan has a remarkably efficient system of streetcars, buses and electric trains in the cities. However, they are all very crowded during rush hours. The transportation problems of each PCV will be different

depending on the number of schools where he must teach and their distance from one another and his home. In many cases, the public transportation will be adequate to meet his needs, but in others a bicycle would be extremely useful (see Section IV C). Again in some instances the PCV will have to travel several times a month to schools outside the city where he is located. The $5 budgeted for transportation should meet the average costs of these out-of-town trips and the local transportation costs of a PCV provided with a bicycle.

10. Miscellaneous - $10 per month

Toiletries and other personal items are available at reasonable cost anywhere in Japan. There are four English language papers published in Japan in additon to the Pacific Stars & Stripes. The NHK and other broadcasting casters operate a network of 223 radio stations and six television channels. The Far East Network operated by the U.S. military is on the air 17 hours a day. News is broadcast every hour and many U.S. programs are rebroadcast.

Postal service is very efficient throughout Japan. Air mail from the U.S. is delivered in from three to six days, and surface mail requires from three to six weeks. Telegraphic rates are comparable to those in the U.S.

Mail is delivered twice daily except on Sunday. There is also an efficient special delivery system for both letters and packages. Regular postage is ¥10 and special delivery costs ¥30 extra. The postage rates to the U.S. are as follows:

Aerogram	Letter (up to 10 grams)	Postcard	Printed Matter	Parcel
¥50	¥80	¥40	¥50 per 20 grams	¥120 up to 60 grams

B. Clothing

Japan is a narrow chain of islands extending from approximately 28° north latitude in the south to about 46° at its most northern point. Therefore the clothing needed will differ somewhat depending on the climate of that part of the island chain where the PCV is located.

On the whole, winter temperatures in Central Japan are not low by American standards while the summers are hot and humid. The climate there is comparable to that of Washington, D.C., although the winters are not as cold or snowy. Very heavy coats are not really necessary except in Hokkaido or Aomori in the north and along the Japan Sea Coast and in mountain areas.

Yet despite this relatively mild climate, the volunteers will probably feel the cold very keenly indoors in Japan during the winter. Ordinary houses in Japan do not have central heating and the idea of heating all the the air inside a house is considered quite extravagant and unnecessary. The sunny side of the house is often warmer outside than in. As a result from December to May little more clothing outdoors is needed in many parts of Japan than would be necessary indoors.

The Japanese ward off the chill in their homes, schoolrooms, libraries and museums by putting on clothing in layers. They wear long woolen underwear during the winter and then add a shirt, sleeveless sweaters, cardigans, suit coat and a top coat or raincoat depending on the weather. This enables them to peel off layers in accordance with the time of day and the varying temperatures of the places they visit. At home on winter evenings, they usually wear heavy underwear, a yukata (cotton kimono) and a tanzen (heavy padded kimono) to be comfortable.

It is recommended that the PCV adopt the Japanese method even though provision has been made in the budget to provide a portable electric, kerosene or gas heater for those Volunteers whose homes are not so equipped. Warm socks and flannel night clothes are also very comfortable on a cold night in Japan. Women Volunteers should bring slacks to wear at home on cold days.

In general, tight fitted garments are less practical than looser clothing with long sleeves which will permit heavy underwear and sweaters to be worn underneath. Raincoat and rubbers are a must for Japan's rainy climate. Shoes should be heavy and comfortable because the Volunteer will walk on rough, unpaved roads more than he is accustomed to in the U.S. Shoes are removed before entering houses in Japan and lowheeled thick-soled pumps for women and loafer-type shoes for the men will be a great convenience. Heavy socks or slipper socks will prevent cold feet when walking barefoot on cold tatami mats.

Much of the clothing which the Volunteers will need in Japan would be clothing that they already possess. Only a few items such as two or three yukata and a tanzen (quilted kimono) would not be part of their regular wardrobe and these are not essential. A stateside cotton and woolen bathrobe are the U.S. equivalents. However, since the sizes and cut of clothes sold in Japan are not normally suitable fer the larger American figure, and since the shoe lasts in Japan are not comfortable for larger, narrower feet, the initial clothing allowance should be used in the U.S. to purchase a two-year supply of shoes and suits.

IV. Logistic Support of Volunteers

A. Housing is available in Japan. No housing need be built and no additional work need be done to provide sanitary facilities, etc. However, provision must be made to heat the Volunteer's housing and to furnish it.

B. Furnishing

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B. Furnishing

The Japanese house with its sliding paper panels and flimsy construction can be very cold in the winter time. Draughts are inevitable and the rooms are hard to heat. There is generally no central heating and portable gas or electric heaters are used sparingly, if at all, to heat only one portion of the room. In many houses the only source of heat is the ketatsu, a well sunk into the center of the floor which contains a small charcoal fire. The kotatsu is covered by a table and a quilt which keeps the heat inside the well. The lower part of the body can be kept comfortably warm as long as one sits at the table under the quilt with his feet dangling in the well.

The Japanese keep warm by wearing many layers of heavy clothing and, of course, they are accustomed to a chilly room. Therefore, provision has been made in the budget for the purchase of a portable gas or electric heater when none is provided in the house which the PCV rents.

Individual conditions will vary widely from one region to another and from one house to another within the region. Therefore it is recommended that the decision to purchase the portable heater and the other items of furnishings discussed below be left to the individual Volunteer subject to the discretion of the PC representative.

Most rooms and houses in Japan are rented without any furnishings whatsoever. Even when boarding with a family, it is customary for the family to furnish only the traditional hashi, owan and chawan (permanent chopsticks, lacquer bowl for soup and porcelain bowl for rice). Therefore most of the PCV house furnishings will have to be provided by the Peace Corps. But there is no way to predict in advance exactly what will be needed in the way of furnishings as this will depend on the type of house, the area, the climate and whether or not special furnishings will be provided by the Japanese rentor because his guest is a young Peace Corps Volunteer and an American.

The following description of the furnishings necessary will apply in general and will serve to identify those items such as sheets, pillows and pillow cases which can probably best to procured in bulk in the U.S. The majority of the furnishings, however, should be purchased locally by the individual Volunteer after he has been his housing and is in a position to judge what is necessary.

Many of the Volunteers

Many of the Volunteers who board with families will live in a single six-tatami room (approximately 36 square feet) with built-in closet. It will be completely unfurnished although there may be a kotatsu sunk in the floor. Most of the floor will be covered by tatami, finely woven rice straw mats covering two-and-one-half inches of rice straw bundles. The tatami mats which measure about 3' x 6' are uniform in size and two of them (one tsubo) are the standard unit for measuring space in Japan.

This type of room must be furnished in Japanese style because the tatami mats are easily damaged by ordinary tables and chairs. A western style bed would occupy most of the room while Japanese style bedding can be folded up and put into a closet, thus turning the bedroom into a reasonably sized living and dining room.

Many Japanese are modernizing their beds by buying a set of three foam rubber cushions covered by a quilted mattress pad. This is much more comfortable than the traditional thick futon (padded quilts) placed directly on the tatami floor. The bed is completed by a sheet-covered heavy quilt, a blanket and a hard pillow.

A more comfortable arrangement for the PC Volunteers and which is becoming more and more popular in Japan is to use western style sheets and an electric blanket on top of the rubber foam mattress and pad. This will be warmer and considerably less heavy than the traditional kake-futon and will not be appreciably more expensive.

Other furnishings which will generally be necessary are a low table which can be covered by a quilted cover in winter and used over a kotatsu, a legless chest of drawers, bookcase, water pitcher, tea service and two zabuton. The latter are silk covered pillows used on tatami instead of chairs and are normally used around the low table. More and more frequently, however, the Japanese are buying bamboo chairs specially constructed with rocker-like legs so as not to harm the tatami. These are generally sold in sets of two with a small table of appropriate height. Since sitting cross-legged on the floor can be very tiring, the Volunteers will probably want to purchase a set of bamboo chairs in order to relax.

The purchase of a small electric hot plate would also be warranted depending on the individual circumstances in the house where the Volunteer is living.

C. The Volunteers should be provided with a bicycle or a bike with a small auxiliary motor when the transportation situation and local circumstances warrant it. Which Volunteers will need such supplementary transportation will not be known until the PCVs are actually at work in the cities to which they have been assigned. The local purchase of a bicycle should be authorized at the discretion of the PC Representative.

V. Medical Facilities

A. Major Health Hazards

Tuberculosis, food poisoning, allergies, vascular disease, and dysentery are the most common diseases among the Japanese. There is no cholera or typhus in Japan at the present time and the incidence of heart disease is among the lowest in the world. Ulcers and stomach cancer, on the other hand, are fairly common. Illnesses among Americans in Japan are mainly respiratory diseases and mild intestinal infections. The climate in Japan is unfavorable for anyone susceptible to asthma, sinus infection and respiratory ailments.

The PCVs can maintain good health by observing simple precautionary measures in the preparation and handling of food and by keeping their inoculations up to date.

Water in the cities is chlorinated and safe to drink. Vegetables and fruits should be washed carefully. Raw vegetables may be eaten provided that the lettuce is well washed and root vegetables or those that grow along the ground are peeled or cooked. These precautions are necessary because the general level of community sanitation in Japan is not up to U.S. standards. Some cities are traversed by open sewers and night soil is often used as fertilizer. Increasingly often, however, the night soil is now being processed to eliminate danger in its use. Refrigeration in some of the smaller markets is often primitive. However, new stock is supplied daily and therefore food is generally quite fresh when purchased.

B. Medical Facilities

Adequate medical facilities, hospitals, clinics diagnostic laboratories and competent Japanese doctors are found in any of the cities where the Volunteers would be located. Foreign doctors also are available in the principal metropolitan areas. In general the medical and surgical care is as good and fees somewhat lower than in the U.S. Japanese dental work is not as a rule on the same level as that done in the United States but unless a PCV has a major dental work done the difference between Japanese and U.S. dentists should not cause any problems.

In addition, the U.S. military forces maintain medical establishments at all U.S. bases throughout Japan as well as well-equipped hospitals on Kyushu, Northern Honshu and in the Tokyo area. U. S. citizens can use these facilities when authorized by a U.S. consular officer. However, the rates charged private citizens for medical care by the U.S. medical facilities are very high ($34.50 a day for in-patient care).

Since the Peace Corps

Since the Peace Corps will be responsible for all the medical bills of the PCVs during their period of service, some special arrangement can probably be made with the appropriate officials in the Pentagon and with the Chief Medical Officer of the 5th Air Force Hq. on the Fuchu Air Base in Higashi Fuchu outside of Tokyo. This arrangement should include right of access to U.S. military medical facilities in Japan without prior consular approval as well as a system of billing whereby Peace Corps Headquarters would be billed directly at reasonable rates for any medical services rendered to a PC Volunteer in Japan.

C. Adequacy of Medical Facilities

The medical facilities in Japan are considered to be adequate for the needs of the PCVs. The only problem which might arise would be the difficulty of explaining symptoms to a Japanese doctor whose English might not be fluent. The feeling of insecurity which this language barrier might create in a sick PCV could undermine his confidence in the doctor. However, this would not normally be a problem as most communities have competent doctors who also speak or at least read English well. In case a problem does arise, however, the PCV would have access to the U.S. military facilities as outlined above.

VI. Recruitment and Selection

A. Recruitment

The candidates for this project should be available in the regular Peace Corps pool. However, if special recruitment proves necessary, those universities which have Japanese area study programs and the 32 cities which have a sister city relationship with Japan should offer good possibilities.

B. Qualifications

PC Volunteers to teach English in Japan should be very carefully selected not only with respect to their academic qualifications but with regard to their ability to communicate effectively.

They should be at least Bachelors of Arts in the humanities or the Social Sciences. A Masters degree would be especially desirable, particularly if the advanced degree were in linguistics, Japanese studies or psychology.

Teaching experience, while also desirable, should not be considered an essential requirement. A more important qualification for this project is the ability to communicate effectively, provided there is a real desire to teach. Much of the Volunteer's work will be carried on outside of a classroom situation where poise, sensitivity, tact, a warm personality and a lively intelligence will be more valuable than teaching experience.

Being one of the rare Americans in a conservative, provincial Japanese community will severely challenge the Volunteer's emotional maturity, [illegible] and ingenuity. Therefore considerable importance should be attached to the candidate's personal characteristics as well as his intellectual attainments during the selection process.

Those selected should be adaptable, sensitive, soft-spoken, modest and bright. They should enjoy being with people more than they prize their own privacy. They must be tactful and patient if they are to be effective with the teachers and students with whom they come in contact. They must be able to draw out an introverted or reserved Japanese without offending him by an aggressive manner or an ethnocentric approach.

In summary, Volunteers for this project should be especially carefully screened for those traits which may inhibit effective communication. In Japan, they may not be able to communicate effectively if they are too aggressive, rigid, insensitive or culture bound. They may have little of value to communicate unless they have a wide ranging intellectual curiosity, a well-rounded academic background and a good knowledge of domestic and international affairs.

C. Language Ability

Previous knowlege of Japanese would be desirable but is not required. An elementary competence in Japanese will be necessary before the Volunteers are assigned to duty but this should be obtained during the intensive training in the language which is included in the training program. A high score on the Language Aptitude Test (corresponding to about 60 on the FSI Aptitude Test) would, however, be desirable.

D. Special Requirements

There are no special requirements for the selection of Volunteers for this project. Both men and women would be acceptable though it should be recognized that female Volunteers will find it more difficult to adjust to the customs of Japanese society than will the male Volunteers.

Naturally the Japanese will make many allowances for a foreigner's ignorance of their customs but the rules for women's behavior are so different from our own that the girl Volunteer will have to make a much greater effort not to offend the highly traditional and conservative community where she will be located.

Americans of Japanese descent would also be acceptable but again they would face special problems with which another Volunteer would not have to cope. The Japanese community would be less tolerant and would expect intimate familiarity with Japanese customs. Any breach of complicated Japanese etiquette might be interpreted as a deliberate slight. The Japanese would also find it difficult to understand any lack of fluency in Japanese and ironically would be inclined to distrust the quality of a Japanese-American's English. These special problems should not exclude Americans of Japanese origin but should alert those concerned with the selection process that there will be difficulties, particularly in the more conservative communities outside of the metropolitan areas.

VII. Training

A. Length of Training

The training program should last for at least five months (including two weeks home leave) to enable the Volunteers to acquire a rudimentary competence in Japanese and a good knowledge of the technique of teaching English as a foreign language. Three and one half months of this training should be in the United States and the final month in Japan.

B. Method and Content of Training

1. U.S. Training Program

U.S. training should be conducted exclusively at an American university which has the facilities and staff to teach an intensive short course in spoken Japanese.

Learning to read and write would require years and is not essential for the PCVs to teach effectively in Japan. Therefore, a university which uses the traditional, academic approach to Japanese instruction would be considerably less desirable as a training site than one equipped to conduct an intensive oral course using the direct method. However, from 15 to 30 hours of the training period could usefully be devoted teaching hiragana and katakana.

The other basic element of the U.S. training program should be intensive training in the techniques of teaching English as a foreign language. This technique specifically adapted to Japan should be learned thoroughly by the Volunteers as their effectiveness in improving the English of their students and of the Japanese teachers of English will depend on their understanding of the problems a Japanese encounters in learning English. This course should include a comparison of English and Japanese sounds and a thorough grounding in the differences between them.

Specialized assistance from experts in the field of TEFL for Japan may be necessary for the university selected to carry out the TEFL training most effectively. This aspect of the U.S. training program is almost as important as the Japanese language training which it should complement. There should also be some demonstration classes and practice teaching sessions specifically devoted to TEFL.

The majority of contact hours should be devoted to learning these two skills. The other subjects which should be covered during the U.S. training period such as Japanese history and customs, American studies, medical orientation, etc., should be made available to the extent possible in written form and assigned as required reading.

2. Training and Orientation Program in Japan

Training in Japan should be conducted at one of the Japanese universities in the vicinity of Tokyo. It should be held during the summer vacation period when the dormitory facilities and classrooms would be available.

Except for the continuation of instruction in spoken Japanese and TEFL, the Phase II training should be more concerned with orientation then training. It will require the coordinated efforts of many different organizations. The Foreign Service Institute, which has its Japanese language training program in Tokyo, should be called upon for advice on procuring the services of the trained linguists and the informants necessary for the Japanese instruction. The bi-national Fulbright Commission staff, Asia Foundation staff, and the Stanford Center in Tokyo could provide orientation on customs and life in Japan similar to that given Fulbright teachers and Stanford students. The Embassy and USIS could provide up-to-date briefings on issues current in Japan. The Japanese Ministry of Education and other organizations could provide orientation on the educational system in Japan, problems encountered by Japanese students of English, the system of English language examinations given in Japan, etc.

C. Facilities and Staff for Training in Japan

The basic training staff would consist of linguists and informants contracted for with one of the universities in Tokyo which offer excellent instruction in Japanese and English. Other staff could be obtained from among the Fulbright Commission staff members, Embassy and USIS personnel, Japanese Ministry of Education and the English Teachers Federation officials, as well as specially selected Japanese and American English teachers working in Japan.

The facilities for training would consist of unoccupied dormitories and classrooms in a Japanese university located in the Tokyo area. Two good possibilities might be ICU and the Stanford Center.

Each Volunteer would receive additional briefing individually in the prefecture to which he is assigned. A week between the end of the group orientation in Tokyo and the beginning of school has been earmarked for the travel of the Volunteers to their assigned prefectures for individual briefing, local orientation and for getting settled.

VIII. Method of Implementation

GPO 802887

VIII. Method of Implementation

A. Implementation Agreement

The Government of Japan has not yet given its approval for this project to be implemented.

Comments on the elements suggested for inclusion in a possible exchange of notes have already been transmitted to the Peace Corps. The Embassy must await Circular 175 authorization before submitting the proposed text of a program note to the Japanese Foreign Office.

Negotiations about the substantive aspects of this project will continue as soon as the Government of Japan has concluded the inter-ministerial discussions now going on. This proposed project is submitted at this time in order to allow the maximum time for recruitment, selection and internal U.S. Government clearance and approval.

B. Responsibilities for Implementation

This project would be administered directly by the Peace Corps. Technical and professional supervision of the volunteers in their duties as teachers would be assumed by the appropriate authorities within the Japanese Government. Selection of the prefectures to which the volunteers would be assigned would be the joint responsibility of the Peace Corps Representative and the appropriate officials within the Government of Japan.

C. Provision for Field Liaison and Appraisal

The Peace Corps Representative, reporting to the United States Ambassador to Japan, would be the official responsible for field liaison and appraisal. He would be assisted by a Deputy Representative. For program development, liaison with the Japanese Government and the U.S. Embassy and for central communications purposes, the office of the Peace Corps Representative should be located in Tokyo.

The Peace Corps staff would be completed by an administrative assistant-secretary, and two local interpreter-clerks.

IX. Recommended Reading for PCVs

Japan, A Physical, Cultural and Regional Geography, G. T. Trewartha, University of Wisconsin Press; 1945

Japanese & Americans - A Century of Cultural Relations, Robert S. Schwantes, for the Council on Foreign Relations, Harper Brothers, New York, 1955

Japan Between East and West, Hugh Borton et alii, for the Council on Foreign Relations, Harper Brothers, New York, 1957

Japan Past and Present, Edwin O. Reischauer, Knopf, New York, 1946

The Agrarian Origins of Modern Japan, Thomas C. Smith, Stanford U. Press, 1959

Living Japan, Donald Keene, Doubleday, 1959

Japan's Post War Economy, Jerome B. Cohen, University of Indiana, 1958

Japanese Politics - Nobutake Ide, Knopf, New York, 1957

Village Japan, Richard K. Beardsley, University of Chicago, 1958

City Life in Japan, R. P. Dore

Sources of Japanese Tradition, compiled by Tsunoda, DeBary and Keene, Columbia University Press, 1958

Modern Japanese Literature, Donald Keene, Grove Press, New York, 1956

Anthology of Japanese Literature, Donald Keene, Charles E. Tuttle, Rutland, Vt.-Tokyo, 1956

Japanese Theatre, Faubion Bowers, Hermitage House, New York, 1952

Land Reform in Japan, R. P. Dore, Stanford University Press, 1959

PEACE CORPS PROJECT DESCRIPTION (Budget)
50 Peace Corps Volunteers
No Peace Corps Volunteer Leaders

I. Expenses in U.S. (for required number of Volunteers (PCVs); plus 50 percent for in-training selection):

Medical exams (75 persons @ $12/person)	$900.
Psychiatric exams and immunizations (75 persons @ $30/person)	2,250.
Transportation - home/training center/home (75 persons @$150/person)	11,250.
Costs of training (75 persons @ $200/month for 3½ months)	52,500.
PCV subsistence costs (75 PCVs @ $240/month for 3½ months)	63,000.
PCV readjustment allowance (75 PCVs @ 75/month for 4 months)	22,500.
PCV home leave allowance (50 PCVs @ $6/day for 15 days)	4,500.
SUBTOTAL, expenses in the U. S.	$156,900.

II. Expenses during service period (for required number of PCVs as indicated):

(a) Volunteer Transportation

Home/gateway city/home (50 persons @ $150/person)	$7,500.
International round trip (50 persons @ $870/person)	43,500.
In-country travel (50 persons @ $500/person (10 round trips to Tokyo on Official Business at average $50/trip))	25,000.
Freight (150 lbs./person @ $.60/lb. for 50 persons)	4,500.
SUBTOTAL, volunteer transportation	$80,500.

(b) Overseas Training

Costs of training (50 persons @ $60/week for 4 weeks)	$12,000.
Transportation, field visits, demonstrations	5,000.
SUBTOTAL, Overseas training	$17,000.

(c) Allowances

(c) Allowances

PCV subsistence allowance (50 PCVs @ $110/month for 20 months plus reserve)	$170,000.
PCV readjustment allowance (50 PCVs @ $75/month for 20 months)	75,000.
Leave allowance (50 PCVs @ $12.50/month for 24 months)	15,000.
SUBTOTAL, allowances	$260,000.

(d) Logistic Support

Cost of furnishing housing (bedding, mattress, chests, table, chairs, heater, etc. for 50 PCVs @ $400/person)	$20,000.
Cost of soft goods (50 PCVs @ $200/person for 2 years)	10,000.
Clothing (for 50 persons @ $210/person -- first year $150; 2nd year $60)	10,500.
Transportation of logistic equipment (20% of $30,000)	6,000.
SUBTOTAL, logistic support	$46,500.

(e) Project Equipment and Materials

Vehicles (50 bicycles or motor bikes @ $50/each)	$2,500.
Licensing fees, insurance, maintenance, etc.	2,000.
Other project equipment and materials (books, tape recorders, tapes, training films @ $300 per PCV per year)	30,000.
Transportation of project equipment and materials (10% of $30,000)	3,000.
SUBTOTAL, project equipment & materials	$37,500.

(f) Medical Expenses

Medical supplies (for 50 PCVs @ $5/month for 24 months)	$6,000.
Reimbursable medical and dental care and hospital costs (for 50 PCVs @ $10/month for 24 months)	12,000.
Medical evacuation ($3,000 per case for 4 cases)	12,000.
SUBTOTAL, medical expenses	$30,000.
TOTAL, DIRECT PROJECT COSTS	$628,400.
ANNUAL DIRECT COST PER VOLUNTEER	$6,284.

25

OUTGOING TELEGRAM Department of State

INDICATE: ☐ COLLECT
☐ CHARGE TO

CONFIDENTIAL
Classification

08436

TOKYO

FEB 17 12 08 PM '62

Origin

Info:

ACTION: Amembassy TOKYO PECTO 29

AMBASSADOR FROM SHRIVER

PECTO 29

I fully appreciate your personal efforts and ~~xxx~~ efforts ~~of~~ your staff on ~~xxxx~~ behalf Peace Corps. However, have come to decision that we must forego Japanese program ~~in~~ this or next fiscal year.

PC policy not to send Volunteers to countries which have not specifically requested them. Total absence official request from GOJ within time permit adequate planning and incorporation Congressional presentation materials plus ~~projected~~ priority needs Volunteers other countries precludes further consideration. Apparent attitude Congress also a factor; Japan has received substantial amount US ~~xxx~~ assistance which now phasing out.

Leave your discretion how FONOFF be appraised this decision.

Rusk

RUSK

(1)

~~Unconfirmed by RMJR~~

Drafted by: PC:PDO/FE:[illegible]elle:St.Lawrence:eml 2/15/62

Telegraphic transmission and classification approved by: PC:PDO/FE:JLSt.Lawrence

Clearances:

PC:PDO/C:CJNelson (in draft)
PC:GC:WDelano (in draft)
PC:PA:BDMoyers (in draft)
PC:PDO:WWWiggins

PC:D/PC:RSShriver
State:NA:HJFeldman (in draft)

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Classification

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FORM S-61 DS-322

PC:PDO/FE:JLSt.Lawrence:eml 2-15-62

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Control: 11341
Rec'd: Feb. 19, 1962
10:57am

Action
PC

Info
SS
FE
IGA
AID
INR
RMR

FROM: TOKYO

TO: Secretary of State

NO: TOPEC 23, FEBRUARY 19, 6 P.M.

REFERENCE: PECTO 29

FOR SHRIVER FROM AMBASSADOR

I CONVEYED SUBSTANCE REFTEL TO FOREIGN MINISTER KOSAKA TODAY. KOSAKA SAID HE PERSONALLY VERY MUCH REGRETTED DECISION BUT UNDERSTOOD THAT MATTER COULD NOT LONG BE HELD IN ABEYANCE AND ASKED ME TO TELL YOU HOW MUCH HE APPRECIATES CONSIDERATION YOU HAD GIVEN TO POSSIBILITY JAPANESE PROGRAM.

REISCHAUER

WGM

TOKYO TOPEC 23

Pkt 69 PC/A-196 2

(1)

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INCOMING TELEGRAM

Department of State

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TOKYO TOPEC 24

34

Action

PC

Info

FE
IGA
AID
AGR
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OITF

RMR

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Control: 12066
Rec'd: Feb. 20, 1962
1:08 pm

FROM: TOKYO

TO: Secretary of State

NO: TOPEC 24, FEBRUARY 20

REFERENCE: PECTO 26 894.00-PC/1-2662

US DEPARTMENT AGRICULTURE REQUESTS TWO REFRIGERATORS ON NON REIMBURSABLE BASIS FOR TRADE FAIR. DO YOU CONCUR?

REISCHAUER

SGC

894.00-PC/2-FILED 6 PM FEB 20 1962

XP MAY 28 82 12 PM '79

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OUTGOING TELEGRAM Department of State

CATE: ☐ COLLECT
CHARGE TO

UNCLASSIFIED
Classification

TOKYO
09953
FEB 21 4 00 PM '62

Origin

ACTION: Amembassy TOKYO PECTO 30

Info:

REF: TOPEC 24, PECTO 26 Refrigerators

PC/W concurs.

PECTO-30

RUSK

894.00-PCW-2162

(1)

Microfilmed by RMR

Drafted by: EJClouter,CONT mjr 2-21-62

Telegraphic transmission and classification approved by: J. L. St. Lawrence,PDO/FE

PC:

Clearances:
HHFlickinger,CONT
CRLane,CONT
SBaranson,PDO/FE

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OUTGOING AIRGRAM

81

Department of State

TOKYO A-205 Apr 4 1962 ZDO Pd

Origin PC-13

Info. RMR-1 FE-4

UNCLASSIFIED

Classification

Apr 4 12 40 PM '62

NO. A-205,

American Embassy, TOKYO

SENT TO: for USAID/TOKYO Attention John Hitchcock

Page____of____Pages

SUBJECT: Hearing Aids

REFERENCE: a) TOAID A-325

b) TOAID A-614

FROM PEACE CORPS

Re TOAID A-614, six hearing aids pouched today under separate cover, (Registry No. 130282). Appreciate your efforts to obtain prices and transmit samples. Please advise manufacturers no PC interest at this time since project for which hearing aids contemplated has not materialized.

END

RUSK

894.00-PC/4-462

XR- 894.396

Dist. Desired (Offices Only)

Unconfirmed by RMR

(2)

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Drafted by: PDO/FE Stanley Baranson/ab/4/3/62

Airgram transmission and classification approved by: PDO/FE J.L. St.Lawrence

Clearances: PC:M/CONT E.Clouter

PDO James Silberman

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894.00PC/5-1162

40

DANIEL K. INOUYE
Hawaii

425 Old House Office Building
Washington 25, D.C.

Congress of the United States
House of Representatives
Washington, D. C.

May 11, 1962

ALFRED LAURETA
ADMINISTRATIVE ASSISTANT
SUMIKO BRANDON
SECRETARY
LEIMOMI C. SPROAT
ASSISTANT SECRETARY

STATE OFFICE:
CAPITAL INVESTMENT BUILDING
HONOLULU, HAWAII
MORIO OMORI
EXECUTIVE ASSISTANT
EDNA Y. HONIUCHI
SECRETARY

ACTION
is assigned to
C2
FE

Honorable Dean Rusk
Secretary of State
Department of State
Washington 25, D.C.

Dear Mr. Secretary:

Enclosed is a copy of a letter from a very close and dear friend, Mr. Stanley Miyamoto, principal of one of our high schools in Hawaii. I have known Mr. Miyamoto for nearly three decades and have known him to be a most conscientious and sincere person.

I am taking the liberty of shering the contents of his letter with you with the hope that his views will, in some way, assist you in considering your great problems.

Sincerely,

DANIEL K. INOUYE
Member of Congress

DKI:sb
Enc.
att

5/11/62 XR611.94 PHOOPC.

486864

E (5) 5-16-62

Letter and enclosures, if any, microfilmed by RM/R

INCOMING TELEGRAM (10)

Department of State

ACTION COPY

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Tokyo 395

35-32
Action

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Control: 7531
Rec'd: August 10, 1962
5:45 a.m.

PC
Info

FE
AID
RMR

FROM: Tokyo

TO: Secretary of State

NO: 395, August 10

FOR ORLANDO FROM SHRIVER

Tell Obserdorfer imperative to include commandment for mothers to memorize including all sentences and idea memorizing it. Please cable exact total figures POWS now overseas, now in training, those planned for fall, and total for calendar year 1962.

REISCHAUER

DMB

8-10-62 DD-PC

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(2)

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FILE-DS

XR 89-160 DD-PC

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06511

AUG 10 8 26 PM

Origin

Info:

ACTION: Amembassy MANILA PECTO NIACT 35

INFO: Amembassy TOKYO PECTO 4

Tokyo 395

FOR SHRIVER

1) Here are totals as of today:

On Duty Overseas	1,155
In Training in U.S.	2,648
Estimated Enter Training August thru October	1,222
Estimate Enter Training November thru December 31	1,006
Cumulative Total	6,031

2) Oberdorfer instructed.

3) From Moyers: Special quote Dear ~~Larry~~ Serge unquote letter from LBJ today asks you accept invite speak Texas Judicial Conference October 6 and spend weekend with him if he can be in Texas.

Homer Thornberry of Rules Committee called again today--

(3)

Drafted by: WWW
PC:OD:WWWarner:ocs:8/10/62
B Moyers

Telegraphic transmission and classification approved by: PC: Melvin L. Schuweiler, Deputy Associate Director, PDO

Clearances:
PC:PDO/C:CJNelson

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